

Reason for use of form:

Child's name:
Date:



Form for the Determination of Adverse Effect on Educational Performance

This form is to be completed by the IEP Team whenever there is a meeting to determine eligibility or consider a change in eligibility (including dismissal from special education). Record data (e.g., scores, grades, etc.) for each category that supports the finding (Yes or No). **This form will be attached to and referenced in the Written Notice** so that the data sources reviewed and the specific findings associated with the determinations of adverse effect and the need for special education will be documented.

I.A. The IEP Team has reviewed the following assessment(s) or data source(s) to determine adverse effect resulting from the student's disability [check one of the boxes in each category and provide verification by describing the data that supports the determination as to whether or not adverse effect is demonstrated]:

* N/A=not available

1. Do standard or percentile scores on nationally-normed, individually-administered achievement test(s), or for children ages 3 to 5, appropriate multi-domain nationally-normed test(s) or rating scale(s), demonstrate adverse effect? Verification:	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A* <input type="checkbox"/>
2. Do standard or percentile scores on nationally-normed, group-administered achievement test(s), including nationally-normed, curriculum-based measures, demonstrate adverse effect? Verification:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do any reports prepared by the SAU or presented by the parent/guardian that reflects academic or functional performance document adverse effect? Verification:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<p>4. Does the student's performance on comprehensive assessments based on a system of learning results, or the Common Core as of 2014, or measurements of indicators within the Early Childhood Learning Guidelines, demonstrate adverse effect?</p> <p>Verification:</p>	<p>Yes</p> <p><input type="checkbox"/></p>	<p>No</p> <p><input type="checkbox"/></p>	<p>N/A*</p> <p><input type="checkbox"/></p>
<p>5. Do criterion-referenced assessments of academic or functional performance demonstrate adverse effect?</p> <p>Verification:</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>6. Do student work products, language samples, or portfolios demonstrate adverse effect?</p> <p>Verification:</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>7. Does disciplinary evidence, or rating scales based on systemic observations in more than one setting (whenever possible) by professionals or parents/guardians, demonstrate adverse effect?</p> <p>Verification:</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>8. Do the student's attendance patterns demonstrate adverse effect?</p> <p>Verification:</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>9. Do the student's social or emotional deficits (if any), as observed by professionals or parents/guardians in multiple settings (whenever possible), on clinical rating scales or in clinical interviews, demonstrate adverse effect?</p> <p>Verification:</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>10. Other (add any other data sources)</p> <p>Verification:</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

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I.B. Was only one assessment/data source considered?

Yes

No

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If the answer to the question is "Yes", state the IEP Team's rationale for the determination that the single assessment/data source is adequate for the determination of the adverse effect on educational performance:

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Yes

No

II. Has the IEP Team determined that there is an adverse effect on educational performance resulting from the student's disability?

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If the answer to this question is "Yes", proceed to section III. If the answer to this question is "No", the student does not qualify as a child with a disability under Maine Unified Special Education Regulations and is not entitled to an Individualized Education Program.

III. The adverse effect that results from the student's disability is [check one]...

☐ of such a degree or kind that the student requires special education in order to benefit from his/her education program.

☐ correctible through accommodations in the student's regular education program.

Summarize the basis for the determination as to whether the student requires special education in order to benefit from his/her education program or the adverse effect is correctible through accommodation:

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If the first box was checked, the student qualifies as a child with a disability under Maine Unified Special Education Regulations and is entitled to an Individualized Education Program. If the second box was checked, the student does not qualify as a child with a disability under Maine Unified Special Education Regulations and is not entitled to an Individualized Education Program.

Updated 8/1/2013